



Inspection Report

Ruth Davies

Newport



Date Inspection Completed

22/05/2024

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About the service

Type of care provided	Child Minder
Registered places	6
Language of the service	English
Previous Care Inspectorate Wales inspection	14 June 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

All children are happy and relaxed. They are confident to make choices and decisions about their play and learning. Children are familiar with the routine which helps them feel comfortable and secure. They have developed positive relationships with the child minder and her family members. Children thoroughly enjoy the activities on offer and are developing a good range of skills and increasing their independence.

The child minder follows appropriate policies and procedures which encourage healthy lifestyles and effectively promote children's safety and well-being. Overall, appropriate hygiene practices are followed, and children's interactions are managed well. The child minder is kind and nurturing. She responds well to children's individual needs and provides some opportunities to hear the Welsh language.

In the main the child minder has appropriate measures in place to ensure the environment is safe, secure, and welcoming. Some improvements to ensure trailing cords and drawstring storage bags are made inaccessible to the children are required. The child minder provides a good home from home experience. There are a range of suitable resources available which build on children's first-hand experiences and natural curiosity. Cultural awareness is developed through multicultural books and resources.

The child minder is experienced and is continuing to develop her knowledge and understanding of the regulations and National Minimum Standards. She is reflective, takes advice on board and makes improvements. Some policies, procedures and record keeping need to be more detailed to allow parents to understand the process better. The child minder works well with others and has developed positive partnerships with parents.

Children are confident and express themselves well. They make choices and decisions about their play and learning, and their feelings are valued. For example, a child asked to play with dolls rather than complete a puzzle as suggested by the child minder. The child was able to choose their own activity with the child minder saying, "*Oh that's a better idea of course you can choose what you want to do.*" During snack time, if children want a second helping, more is provided and when children are full this is respected. Children move freely around choosing where and what they want to play with. Children ask for help and their requests are listened to and acted upon.

Children are familiar with the setting's routines, such as playing in the dedicated play room or flowing into the hallway to play with wheeled toys or sitting and listening to story time. They know the stories well and anticipate what will happen next telling the child minder, "*That Monster is going to be mean, let's turn over.*" Younger children are beginning to become independent, growing out of nappy phase and they tell the child minder they have the urge to use the toilet. They put on their shoes and sit in the pushchair ready to go out to collect others from schools or nurseries. Children know the child minder well. They smile when they talk to her and enjoy receiving cuddles. The familiarity of routines and the positive bonds of affection help children feel happy, secure, and comfortable. All children were relaxed and settled during our visit.

Children follow the rules of the setting and interact well with the child minder and each other. Children are building relationships with each other and gravitate towards their siblings and the friends they have made at the setting. They approach the child minder and her husband with confidence asking for help with an activity or chatting with ease. Children are learning to co-operate appropriately for their age and stage of development and are learning to share resources with support. When older children attend the setting after school, they know to be careful around the younger ones.

Children thoroughly enjoy the range of activities available to them. An older child told us that one of their favourite things to do was to play in the teepee in the playroom. We observed them looking at a book for extended periods with smiles on their faces. Children are active learners and like following their own lead freely selecting toys in the playroom.

Children's independence is developing well. They are encouraged to do things for themselves such as putting toys away, using the toilet and washing their hands before meals. They are confident to select the tools and resources they need. For example, children have a go at serving themselves with spoons from the food on offer.. These opportunities help build children's confidence and self-esteem.

The child minder follows appropriate policies and procedures which encourage healthy lifestyles and effectively promote children's safety and well-being. The child minder offers well balanced food and drink and ensures parents are aware of what their child has eaten that day. The child minder has attended safeguarding training and knows what action to take if she has child protection concerns. Registers show correct numbers of children attending. Accident and incident forms are completed accurately and shared with parents.

Overall, the child minder follows appropriate hygiene practices. The food preparation area was tidy and well organised. Fridge temperatures were routinely checked and recorded. The child minder has attended food safety training, she encourages children to wash their hands before they eat and after using the toilet. The child minder is a good role model, demonstrating that she washes her hands in the presence of children, so they learn from watching be clean and safe.

The child minder is skilful in the way she manages children's interactions. She uses praise well to engage and motivate children and she provides them with clear instructions. For example, she gently distracted children when minor conflicts happened and reminded the children to be kind and take turns. This helps children understand how their actions can affect others.

The child minder is kind and nurturing. She is responsive to children's individual needs and knows the children and their families well. The child minder is developing her understanding of the Curriculum for Wales and provides beneficial experiences for children to develop a range of skills. The child minder also allows plenty of time for children to explore the natural environment such as attending trips to parks and toddler groups which helps them understand the world around them. There are suitable systems in place to monitor children's progress. Focused child sheets are completed to track children's development, but these are a working progress of development. The child minder provides some opportunities for children to hear the Welsh language through modelling a few key Welsh phrases and words.

Environment**Good**

The child minder has appropriate measures in place to ensure the environment is safe for children. The premises is secure and welcoming. Risk assessments are reviewed regularly and contain appropriate control measures to minimise risks. They are understood and followed by the child minder. Fire drill practices are carried out regularly with most relevant information recorded appropriately. However, the total number of children and adults on site is not recorded. The environment is clean with the child minder ensuring she carries out appropriate cleaning routines. We viewed the annual gas safety certificate, and this was fully compliant.

The child minder provides children with a home from home environment including access to a garden offering children space to explore freely. The child minder regularly takes children on walks to local areas. They can view horses and sheep in the fields around the child minder's house as her home is in an elevated position.

In the main the child minder has designed a positive environment for children to play and learn. She offers a good range of suitable resources which build on first-hand experiences and children's natural curiosity. For example, there are natural toys in and resources in the play playroom. However, we noted that some toys, resources and children's own belongings are placed in draw string bags which are accessible to the children. Although we also noted the window blind in the playroom was shortened with some attempt to restrict children from pulling on it, we saw that cord was not always restricted and children can reach the cord by using the furniture placed under the windowsill. These issues are a safety hazard and can cause danger to children.

The child minder develops children's cultural awareness through books, dolls and musical instruments. She also celebrates various cultural events throughout the year which help teach children about the diverse society we live in.

Leadership and Management

Adequate

The child minder is well qualified in childcare, experienced and is continuing to develop her knowledge and understanding of the regulations and National Minimum Standards. The statement of purpose is a suitable and up to date. In the main, policies and procedures are appropriate. However, some policies and procedures were not available during the inspection. The child minder emailed CIW a copy of the missing documents the day after the inspection visit. In general, all policies and procedures did not indicate a consistent 'next annual review date'. We also noted that some policies, such as the lost child policy and uncollected child policies needed to be broadened to demonstrate a clear process.

The child minder evaluates her care and makes improvements. She has a quality-of-care report that includes the opinions of people using her setting. We noted that she had submitted a quality-of-care review to CIW alongside her Self-Assessment of Service Statement (SASS). However, the child minder needs to ensure that the quality-of-care review is completed in a timely manner.

The child minder keeps up to date with all mandatory training. She has refreshed her first aid, child protection and food hygiene training regularly. She has undertaken an extensive range of additional training to further develop her skills and understanding. This demonstrates a commitment to improving practice and supporting her own professional development, which in turn benefits the children in her care. The child minder has ensured that any adults living or working with her have an up-to-date Disclosure and Barring Service certificate (DBS).

The child minder works closely with parents to help smooth their child's transition into school. Information about the children's preferences and individual needs are sought before they start and are updated as needed. This ensures children continually receive a good level of care. She provides parents with daily verbal feedback on the well-being of their child as well as using a secure method of communication with parents by phone. Parental questionnaires noted that they are happy with the setting and appreciate the service the child minder provides.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 24 - Safety	Ensure bags with long cords and blinds with trailing cords are restricted so that children cannot access them.
Standard 5 - Records	Ensure all evacuation logs include the total numbers of children and adults present on site during safe evacuation practise.
Standard 5 - Records	Ensure all policies and procedures are made available for inspection. Broadening the lost child and uncollected child policies to include a realistic time line.
Standard 14 - Organisation	Ensure annual quality of care review report is completed in a timely manner, noting the annual review dates for reports and policies.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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